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ABSTRACT

A study examined the attitudes of 1983 graduates of Delaware public high schools toward their career plans and their perceptions of the value of their career planning guidance and school curricula as they contributed to their satisfaction with their career goals. A questionnaire designed to gather data for the study was published in a secondary school newspaper that is circulated throughout high schools in Delaware. Contact persons in each school were charged with making sure that only seniors (individuals soon to be graduating) completed the survey instrument. In all, 813 completed surveys were received from 29 high schools. A statistical analysis of the completed surveys indicated that vocational students have a more positive attitude toward their career planning than do their classmates in the general or college preparatory academic programs. Continued analysis of these data revealed that a relationship exists between a parent's educational level and the student's educational plans to pursue a career goal. When asked to select the one high school course that they wished they could have taken, most of the graduates mentioned a course in computers. (The survey instrument is appended to this report.) (MN)

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ARTICULATION: DEVELOPMENT AND IMPLEMENTATION OF COORDINATED GUIDANCE,
TRAINING, PLACEMENT, YOUTH ACTIVITIES, AND FOLLOW-UP SERVICES
AMONG BUSINESS, EDUCATION & GOVERNMENT AGENCIES

This is a report prepared for
Youth Communications - Delaware
Center to fulfill a program
objective in conjunction with
the Career and Vocational
Educational Advisory Council
of the State of Delaware

by

Charlotte Cary Conley

July 1983

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I want to recognize Carol Mayhew and Rick Brooks as being instrumental in initiating this project and supporting me, as project coordinator. They were patient while the report was being prepared and expanded.

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Charlotte Cary Couley

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OVERVIEW

"Three areas in which schools have a legitimate concern are: outcomes involving occupations; success in social relationships; and, civic responsibilities"¹

This project concerns, "outcomes involving occupations", as it relates to the ATTITUDE of a 1983 Delaware public high school graduate toward their career plans and their PERCEPTION of the value of their career planning guidance and high school curriculum in developing their career goals. The project was commissioned by the Career and Vocational Education Advisory Council as part of a contract with Youth Communication - Delaware Center, a non-profit media program to train, reach, inform and motivate youth to understand and act on issues that affect their lives. To initiate the project, Youth Communication's Director, Richard Brooks, hired a project coordinator to design a data collection process, implement a program and analyze the resulting data. The following report is an explanation of the task of the investigation, an analysis of these data and a conclusion of the results.

The theoretical framework for this project is based on the assumption that, at high school graduation time, a positive attitude toward career planning prevails among students in a Vocational education curriculum as compared to their fellow classmates who are in a General or College Preparatory academic program. This assumption is based on the fact that the vocational education curriculum focuses on developing an applied skill for a specific trade or vocation; whereas, the comprehensive high school stu-

dent is exposed to a broader liberal arts curriculum without the emphasis on developing a saleable skill.

The purpose of this project is to attempt to measure the ATTITUDES of 1983 Delaware public high school graduates toward their career plans and their PERCEPTION of the value of their career planning guidance and school curriculum as it contributes toward a graduate's satisfaction with their career goals. A systematic sampling of all 1983 Delaware public high school graduates was undertaken which included seniors in all three school programs: Vocational, General and College Preparatory.

The project was designed to collect data through the function of a questionnaire (See inside of back cover) This questionnaire was published in THE EYE, a secondary school newspaper which is published by Youth Communication - Delaware Center and circulated throughout high schools in the state. The project coordinator located a contact person in each high school who was asked to supervise the dispersing and collection of the questionnaires and to assure that only high school seniors (graduates) participated in the survey. The questionnaires were collected, these data were tabulated and analyzed. An interpretation of these data is located in Chapter III of this report.

The findings of this study, supported by statistical analysis, prove the hypothesis of the project: Vocational students have a more positive attitude toward their career planning than their classmates in the General and College Preparatory

academic school program. To substantiate this hypothesis, a Satisfaction Rating Scale was devised by tabulating the responses to Questions 1, 2 and 10 on the questionnaire. First, the three questions were numerically ranked according to level of satisfaction with career plans, career planning guidance and school curriculum. Secondly, the responses to the three questions were added to obtain a score for each respondent. These scores were tabulated and presented in a frequency distribution from which a mean score of each group, Vocational, General and College Preparatory, was computed. Thirdly, the means of General and College Preparatory were combined so that a T Test could be computed to compare the means of Vocational and General and College Preparatory, combined. The results of the T Test indicate that there is a significant difference between the two means which substantiates the hypothesis. The last statistical computation involves the application of Chi Square to determine if the two groups, Vocational and All Others, in the Satisfaction Rating Scale are dependent and not a random selection of the population in our survey. The results of the Chi Square test indicate that the variables (Vocational and All Others) are dependent and there is a systematic distribution of these data in the table.

In a continued analysis of these data, another conclusion becomes evident. There is a relationship between a parent's educational level and a student's selection of a career field and also the student's educational plans to pursue their career goal.

To substantiate this conclusion, a respondent's answers to Question 4 and 6 were crosstabulated; answers to Questions 4 and 13 were crosstabulated; and, answers to Questions 6 and 13 were crosstabulated. The results of each crosstabulation were subjected to a Chi Square test. In each of the three crosstabulations, the Chi Square score indicates that the variables, a student's career field and their educational plans beyond high school; a student's career field and a parent's educational level; and, a student's educational plans beyond high school and a parent's educational level are related to each other and there is a systematic distribution of data in the tables.

The tabulation of these data and the analysis of Questions 8 and 9 reveal how effective vocational courses in a school curriculum were in helping a graduate select a career field.

In Question 11, a graduate has an opportunity to select high school courses that they wished they had had in their academic curriculum. It should not be a surprise to the reader that "computers" was by far the most popular "wished for" additional course in a graduate's academic curriculum.

A more detailed interpretation and conclusion of the results of these data can be found in Chapter IV of this report.

Chapter I
INTRODUCTION

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INTRODUCTION

Richard Brooks, Director of Youth Communication - Delaware Center, initiated this project as part of his 1983 objectives for Youth Communication programs as stated in his application for a grant from the Career and Vocational Education Advisory Council. The design and implementation of this project and this report have been carried out to accomplish this objective:

"The measuring of students' knowledge, attitudes, intentions and behavior regarding vocational education in Delaware. Data generated in this effort should be useful to curriculum development, recruitment, public relations, extra-curricular activity development and community support activities on behalf of vocational education throughout the State."

The project became operational in April 1983, with a meeting between the project coordinator and Carol O'Neill Mayhew, State Supervisor of Sex Equality and Vocational Programs. At that meeting, Bill Lybarger, State Specialist - Evaluation and Educational Auditing - Vocational Programs, also contributed valuable input to the design of the project. Richard Brooks, administrator of the contract with the Career and Vocational Education Advisory Council was designated by Carol Mayhew to represent her office in this project.

During the initial meeting, the following guidelines for the project were discussed and accepted:

Goal: To survey 1983 Delaware public high school graduates to determine their attitude toward their own career plans and their perception of the value of their career planning guidance and high school curriculum.

Objectives:

- 1) To prove the hypothesis of the project: Vocational education students have a more positive attitude toward their career planning than their classmates in the General and College Preparatory academic programs.
- 2) To measure only 1983 Delaware public high school graduates and to conduct the survey in May 1983, so that the impact of impending graduation would heighten the graduates' focus on career planning.
- 3) To include all public high schools in the state in the survey and thereby assure a broad representation of graduates and provide a true random sampling of the population for the statistical analysis of these data.
- 4) To offer an incentive (prizes) to encourage the graduates' participation in the survey.

At this meeting the participants acknowledged the severe time constraints imposed by having to conduct the survey during the second week in May. Within a week, the questionnaire had to be designed, evaluated and printed in THE EYE, a secondary school newspaper, published and distributed by Youth Communication-Delaware Center. The office of Youth Communication - Delaware Center was responsible for devising the incentive or prize scheme and providing the prizes to entice graduates to participate in the survey.

During the second week of the project, the project coordinator had to contact one person in each public high school in the state to supervise the distribution and collection of the completed questionnaires and to assure that only graduating high school seniors participated in the survey. Through telephone

calls and/or letters from the project coordinator, each public high school had a designated representative that was responsible for this phase of the data collection.

Through telephone calls and letters, the project coordinator made arrangements to collect the completed questionnaires from most of the high schools in New Castle and Kent County on June 1st and 2nd, 1983. At several high schools, a representative was responsible to deliver the completed questionnaires to the office of Youth Communication - Delaware Center by June 1, 1983. Each project aide in the Sussex County public high schools was sent a letter advising them of the completed questionnaires collection process and sent a manilla envelope addressed to the project coordinator in care of Youth Communication - Delaware Center in which to return the survey results.

By the deadline of June 6, 1983, 813 completed questionnaires had been received at the office of Youth Communication in Wilmington, Delaware. This number includes 42 questionnaires which were mailed by individual participants in the survey.

The tabulation of these data from the questionnaires was performed by the project coordinator. A computer was used to conduct the statistical computations, The T Test and Chi Square test which were conducted to indicate what, if any, significance exists between the variables in these data.

The following report consists of three components which constitute the analytical section of this project: The Design of the Project, Findings and Interpretation of These Data, and a

Conclusion.

In the last section of this report, the Conclusion is an evaluation of the project based on the stated objectives for the project. The Conclusion also presents a summary of the findings as a result of the analysis of these data which were obtained from 801 questionnaires that were completed by 1983 Delaware public high school graduates.

Chapter I.

PROJECT DESIGN AND IMPLEMENTATION

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PROJECT DESIGN AND IMPLEMENTATION

The plan for this project, the design of the questionnaire and the management of the survey were based on achieving the goal and the objectives of this project (See Introduction) Also we anticipated that the results of the data analysis would contribute additional information of a significant nature that would supplement the goal and objectives of this project and stimulate interest in exploring other relationships that may exist between the variables in the survey. The design and implementation of of this project has four separate components:

1. A meeting with the principles of the project who have a vested interest in the outcome of the survey to determine the goal and objectives and to develop a plan of action to implement the project.
2. Design of the questionnaire.
3. The distribution, circulation and collection of the questionnaire.
4. The analysis of these data obtained from the questionnaire and a report which interprets the findings from the data analysis.

The initiation of this project and the principles who are concerned with its implementation and conclusion have been introduced in the Overview and Introduction sections of this report. To summarize this information briefly, the project originated as a 1983 program objective of Youth Communication - Delaware Center in an application for a grant from the Career and Vocational Education Advisory Council for the State of Delaware. Richard Brooks, Director of Youth Communication - Delaware Center, was

appointed the liason between the project coordinator and Carol Mayhew, Director of Sex Equality and Vocational Education for the state Department of Public Instruction who also represents the Career and Vocational Education Advisory Council.

In this survey, the system of study is an applied research approach to proving the hypothesis: Vocational education students have a more positive attitude toward their career plans than do their classmates in the General and College Preparatory academic programs. This analysis does not address the dynamics of "career planning" but rather the reaction to the phenomena of "career planning" by attempting to assess the ATTITUDES of 1983 Delaware public high school graduates toward their career plans and their PERCEPTION of the value of their career planning guidance and school curriculum. It is the intention of this project to survey the target population in May, at a time when career plans are considered to be important in a graduate's awareness of the future as the reality of graduation day approaches.

A survey which measures attitudes and perceptions of the respondent as this questionnaire is intended to do does not provide hard data such as an opinion poll. However, an attitude and perception survey does provide a guide to a reaction to some process to which all our respondents in the survey have been exposed in the course of their high school education: career planning guidance and school curriculum. "(Surveys) dealing with perception and attitudes (influenced by beliefs and values) do not follow a pattern of logic"² Therefore, studies designed to measure attitudes and

perceptions yield important data but must be analyzed within the context of their limitations to provide sufficient quantitative data from which predictive and causal relationships can be asserted. According to this standard for the analysis of our attitude and perception survey, this report is an interpretation of the findings which have resulted from an analysis of these data by tabulation and crosstabulation of the variables and the application of statistical methods to determine percentages, ratios and means and the use of T Test and Chi Square tests to indicate the value of these measurements of these data.

The method to attempt to prove the hypothesis of this survey is through a device called the Satisfaction Rating Scale. This Scale has been developed by tabulating the responses to Questions 1, 2 and 10 on the questionnaire. By adding a numerical interpretation of "satisfaction" with career plans, career planning guidance and school curriculum as expressed by the answers to these three questions, a Satisfaction Rating Scale score is tabulated for each respondent in the survey. A mean score is computed for Vocational and General and College Preparatory, combined and labeled All Others, to determine if there is a significant difference between the two means. A Chi Square test on these data will indicate if the variables are dependent and if there is a systematic distribution of the data in the table.

The analysis of these data should also indicate other interesting phenomenon that exists between the variables. Crosstabulations of Questions 4 and 13 may indicate if there is any

relationship between a parent(s) educational level and a graduate's choice of a career field. Crosstabulation of Questions 6 and 13 may indicate if there is any relationship between a parent's educational level and a graduate's educational plans beyond high school. Crosstabulation of Questions 4 and 6 will indicate the professional level of a graduate's career choice to which they aspire.

The responses to Questions 8 and 9 will indicate the effectiveness of vocational courses in both the academic and vocational school curriculum were in helping a graduate select a career field.

In Question 11, a graduate has an opportunity to select high school courses that they "wished" they had in addition to their school curriculum.

This indepth explanation of the purpose of the questionnaire is to emphasize the importance of this scientific instrument by which all data will be collected for this survey. If this questionnaire is well-constructed and the respondents represent a good cross section of our target population, then this instrument should contribute data that will prove our hypothesis and continue to encourage further study and testing of the relationship between the variables in the crosstabulations of these data.

Before the first question was constructed, the questionnaire has to be designed to be eye-appealing to the respondent. It had to be easily accessible to the target population in our survey and short and succinct in its presentation. The project must have a reliable questionnaire collection process. Without these support

elements, the process for this questionnaires' use would be significantly diminished.

As previously stated, the questionnaire was printed in THE EYE, a secondary school newspaper which is distributed throughout the state to all high schools. Youth Communications - Delaware Center, publisher of THE EYE, provided the cash prizes that were offered by way of a drawing of respondent's names. The prize scheme was designed to entice graduates to respond to the survey.

The following is an explanation of the construction of the questionnaire's questions and their purpose for inclusion on the questionnaire:

- Question 1. The methodology for introducing "career plans" in the first question is to present the primary topic of this survey to the respondent. The range of answers should provide every respondent with a suitable choice for response. This question measures ATTITUDE ranging from positive to negative.
- Question 2. Continuing to emphasize "career plans" the respondent is asked to indicate their PERCEPTION of the value of their career planning guidance.
- Question 3. & 4. These questions are designed to give the respondent an opportunity to indicate how realistic they perceive their career path to be. Question 3. indicates their career status in September 1983. Question 4. identifies a career field of their choice.
- Question 5. & 6. These questions ask a respondent to indicate their future educational plans to accomplish their career goals.
- Question 7. This is an information question for the purpose of forming a subgroup, School Program, as part of the data analysis.

- Question 8. & 9. These questions are designed to obtain data regarding the value of vocational courses in a school curriculum in relationship to having influenced a respondent's choice of a career.
- Question 10. Emphasizing "career plans", this question asks the respondent to indicate their PERCEPTION of the value of their curriculum in high school in relation to their career choice.
- Question 11. This is an information question for the benefit of educational personnel. It is also designed to correlate a respondent's career choice with a "wished for" course of study in high school.
- Question 12. This is an information question for the purpose of forming a subgroup, Sex, as part of the data analysis.
- Question 13. This is an information question which is designed to correlate with a respondent's choice of a career field and a respondent's educational plan beyond high school.

Once the questionnaire was printed in THE EYE, the project coordinator had little control over the management of the distribution schedule of the newspaper to every high school in the state. To aid Youth Communication - Delaware Center with the distribution of the questionnaire in THE EYE, the project coordinator delivered this newspaper to every high school in Kent County. At least one bundle of papers, 100 issues, was sent directly to the school contact person to expedite the circulation process within the high schools.

In the circulation and collection process in each high school, the project coordinator had to rely on the strength of the communication that had been established between them and the school contact person to assure that the survey would be distributed

among graduating seniors, only, for responses and that a sufficient number would be completed and collected at each school to provide a good cross section of the target population from around the state. During the questionnaire answering process at the high school, it was possible that a vocational education student could complete a questionnaire at both their home school and then, again, at vocational school. However, if this did occur in the process of the questionnaire circulation, it is not probable that the number of times this could happen would have a significant effect on the tabulation of these data.

The project coordinator selected an arbitrary figure of 10% of the 1983 Delaware public high school graduating classes to be a representative number of questionnaires to characterize a good cross section of the target population for the purposes of the statistical analysis of these data. Ideally, this number would represent 10% of each high school graduating class in the state. Also, the responses would approximate the percentage of males and females in the graduating classes as well as represent a nearly equal number of Vocational, General and College Preparatory school program participants.

The Conclusion in Chapter IV of this report evaluates the findings of the data analysis of the responses to the questionnaire based on the goal of the project and the objectives of the survey. The Conclusion also assesses the design of the questionnaire, which has been discussed in this portion of report, for its value as the data collection vehicle for the survey.

Chapter II

FINDINGS AND INTERPRETATION OF THESE DATA

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FINDINGS AND INTERPRETATION OF THESE DATA

Once the collection process of the questionnaire was completed, the project coordinator started the tabulation of these data prior to the preparation of this report. All tabulations and crosstabulations were performed by hand. A computer was used to conduct the T Test to compare the means of the Satisfaction Rating Scale and to compute the Chi Square on 4 cross-tabulations.

The following is an evaluation of the number of responses to the questionnaire which was used as the data collection vehicle for our survey.

A total of 813 completed surveys were received from 29 high schools in Delaware. This number includes 10 surveys from Tower Hill, Ursaline Academy, St. Marks, Stereck School and Carvel Academy. Since this project concerns only Delaware public high school graduates, these 10 surveys were deleted from the tabulations. However, these ten respondents were included in the drawing for prizes in conjunction with the survey. In the following tabulation of "who" were the respondents in our survey, 795 questionnaires were used.

The figures for the number of 1983 public high school graduates were not available at the time of the compilation of this report. Therefore, 1982 Delaware public high school graduate figures have been used to indicate the percentage of responses from each public high school as compared with the responses in our survey.

In New Castle County, all of the 13 public high schools and 2 of the 3 Vo-Tech schools participated in our survey. With 4,595, 1982 graduates, New Castle County is represented in our survey with 590 questionnaires or 12.8% of the total 1982 county graduates.

In Kent County, all five of the public high schools participated in the survey with none from Kent Vo-Tech. However, there is no way of knowing how many vocational education students were counted in the comprehensive high school questionnaire returns. With 1,359, 1982 graduates, Kent County is represented in our survey with 169 questionnaires or 12.4% of the total 1982 county graduates.

Only 4 of the 7 public high schools in Sussex County returned questionnaires to the project coordinator. None were received from Sussex Vo-Tech. Again, there is no way of knowing how many vocational education students were counted in the comprehensive high school questionnaire returns. With 1,185, 1982 graduates, Sussex County is represented in our survey with 44 questionnaires or 3.7% of the total 1982 county graduates.

All the questionnaires (N=803) returned to the project coordinator represent an average of 8.4% of all the 1982 public high school graduates in Delaware. These 803 questionnaires were used for the data analysis of the survey.

The questionnaires have been separated into subgroups: County, School Program and Sex. The breakdown by County has already been discussed. In the subgroup, Sex, do the respondents

closely parallel the male/female composition of the 1982 graduates? In 1982 there were 1.9% more male graduates (N=3,431) than female graduates (N=3,304) or a ratio of 1.04:1, males to females. In our survey, there were 8.4% more female respondents (N=431) and male respondents (N=364) or a ratio of 1.18:1, females to males. However, this difference should not significantly influence the outcome of the analysis.

Below, the respondents are broken down into subgroups

Sex by School Program:

School Program	Male	Female	Total
College Preparatory	114	162	276
General	101	153	254
Vocational	<u>149</u>	<u>116</u>	<u>265</u>
Total	364	431	*795

*Five questionnaires were deleted from this tabulation

The following tabulation is a breakdown of subgroups

School Program by County:

County	College Preparatory	General	Vocational	Total
New Castle	176	174	236	586
Kent	91	59	20	170
Sussex	<u>8</u>	<u>23</u>	<u>13</u>	<u>44</u>
Total	275	256	269	*800

*Three questionnaires were deleted from this tabulation

In conclusion, the respondents to our survey represent just over 8% of all the 1982 Delaware public high school graduates.

In the subgroup, Sex, female respondents outnumbered the male respondents by a modest number, 67. Responses by County did not closely parallel the composition of the 1982 public high school graduating classes. Sussex County was significantly underrepresented in our survey. Both New Castle County and Kent County had just over 12% of the 1982 graduating class representation in our survey. The composition of respondents by School Program, also, did not approximate the percentage distribution of the 1982 graduating classes.

The reader is reminded that these 803 questionnaires used in the tabulation of these data do not represent a true random sampling of Delaware public high school graduates for the purposes of making conclusions from the statistical analysis of these data. For this reason, the project coordinator is reluctant to use these data in asserting that any kind of causal relationship exists between the variables or to use the statistical analysis for predictive inferences of the findings.

The following portion of Findings and Interpretation Of These Data is the statistical analysis of these data from the tabulations and crosstabulations of the questionnaire. It also includes the explanation and analysis of the Satisfaction Rating Scale which was designed to provide data with would attempt to prove the hypothesis of this survey: Vocational education students have a more positive attitude toward their career plans than do their classmates in the general and college preparatory academic programs.

Satisfaction Rating Scale:

In the initial phase of the tabulation of these data from the survey, a Satisfaction Rating Scale was devised to measure a graduate's ATTITUDE toward their career plans on a continuum from positive (very satisfied) to negative (very dissatisfied). This Satisfaction Rating Scale also includes a graduate's PERCEPTION of the value of their career planning guidance and their educational program. A satisfaction rating score is a numerical value which is derived from the ranking of a respondent's answer to three questions: 1, 2, and 10 (See inside of back cover)

Question 1. Which response below best describes your career plans, today.

- 0 I don't know what I want to do.
- 5 I have narrowed my career choice to one field.
- 3 I have an idea about a career but I need more information.
- 2 I expect to make a career choice in a year or two.
- 6 I know what I want to do (Please specify)

The methodology for scoring this question is as follows:

Continuum Of Satisfaction (Attitude)

6	5	3	2	1
very positive	decided	questioning	undecided	very negative

A score of 6 on Question 1 is the highest single score a respondent can obtain on each of the three questions that comprise the Satisfaction Rating Scale. Question 1 measures ATTITUDE.

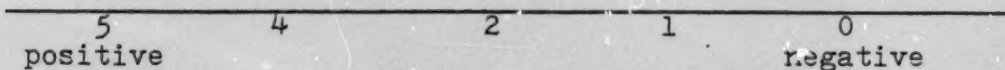
This score is judged to be more significant than scores that could be obtained by graduates on the other two questions which measure PERCEPTION. In ranking the answers for Question 1, with a numerical representation of ATTITUDE, either a graduate "knows" about their career plans which are represented by scores of 5 and 6 or the graduate "does not know" which are represented by scores of 0 through 3. There is no score of 4 on the Continuum of Satisfaction since there is no response which represents an area between "know" and "does not know" for the respondent to select.

Question 2. High Schools emphasize career planning. How helpful was your high school in helping you to plan for a career?

- 5 Very Helpful
- 4 Helpful
- 0 Not helpful
- 1 I did not receive any career planning counseling.
- 2 I did not request any career planning counseling.

The methodology for scoring this question is as follows:

Continuum of Effectiveness
(Perception)

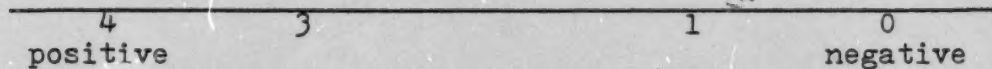


Question 10. How helpful was your high school education program in preparing you for your career?

- 4 Helpful
- 3 Somewhat helpful
- 0 Not helpful
- 1 No opinion

The methodology for scoring this question is as follows:

Continuum of Effectiveness (Perception)



The responses to Questions 2 and 10 require a graduate to rate how "helpful" both their career planning guidance and their academic program were in influencing their career plans. Value and belief influence attitude. Therefore, the perception of a graduate's value of their career planning guidance and school curriculum influences their attitude expressed in Question 1.

On Question 2, either a respondent was "helped" by career planning guidance represented by scores of 4 and 5 or they were "not helped" which are represented by scores of 0 through 2. A score of 3 was deleted from the Continuum of Effectiveness since the design of the scores is to emphasize high and low scores, "helpful" and "not helpful".

On Question 10, either a graduate perceives they were "helped" by their school curriculum represented by scores of 4 and 5 or they were "not helped" by their school curriculum represented by scores of 0 and 1. A score of 2 was deleted from the Continuum of Effectiveness to emphasize the high and low scores, "helpful" and "not helpful".

Why were these three questions selected to represent a Satisfaction Rating Scale? Responses to Question 1 give an accurate assessment of a student's degree of awareness about their

career plans. In other words, a graduate has a clear image about their career plans. An assumption is made that a graduate who knows what they want in terms of a career is more positive about their career planning development than graduates who do not know about their career plans. Any time a respondent selected a response with a negative word on the questionnaire, an assumption is made that this selection expresses a negative attitude. This application is only relevant to the design of the Satisfaction Rating Scale in this survey.

The correlation between the three questions is proposed thusly: a positive perception of a graduate's career planning guidance and academic curriculum will result in a positive attitude toward a career plan. It is possible for a respondent to obtain a high score of 15 on the Satisfaction Rating Scale which represents a maximum satisfaction with their career plans. This top score indicates both maximum satisfaction with career plans and also reflects a personal certainty about a graduate's future.

The lowest possible score that could be earned on the Satisfaction Rating Scale is zero. However, the lowest score of 2 is being used on this scale. A score of less than 2, and there was one in the 801 questionnaires that were tabulated, is improbable. An assumption is made that if a student is this dissatisfied with their school program, they would drop out.

If the correlation between Questions 1, 2 and 10 is correct, then maximum satisfaction with career plans should be represented in the high score range of 12 through 15. Conversely, dissatis-

faction with career plans should be represented in the low score range of 2 through 6. The reader is referred to a pictorial representation of these data in Figure 1.

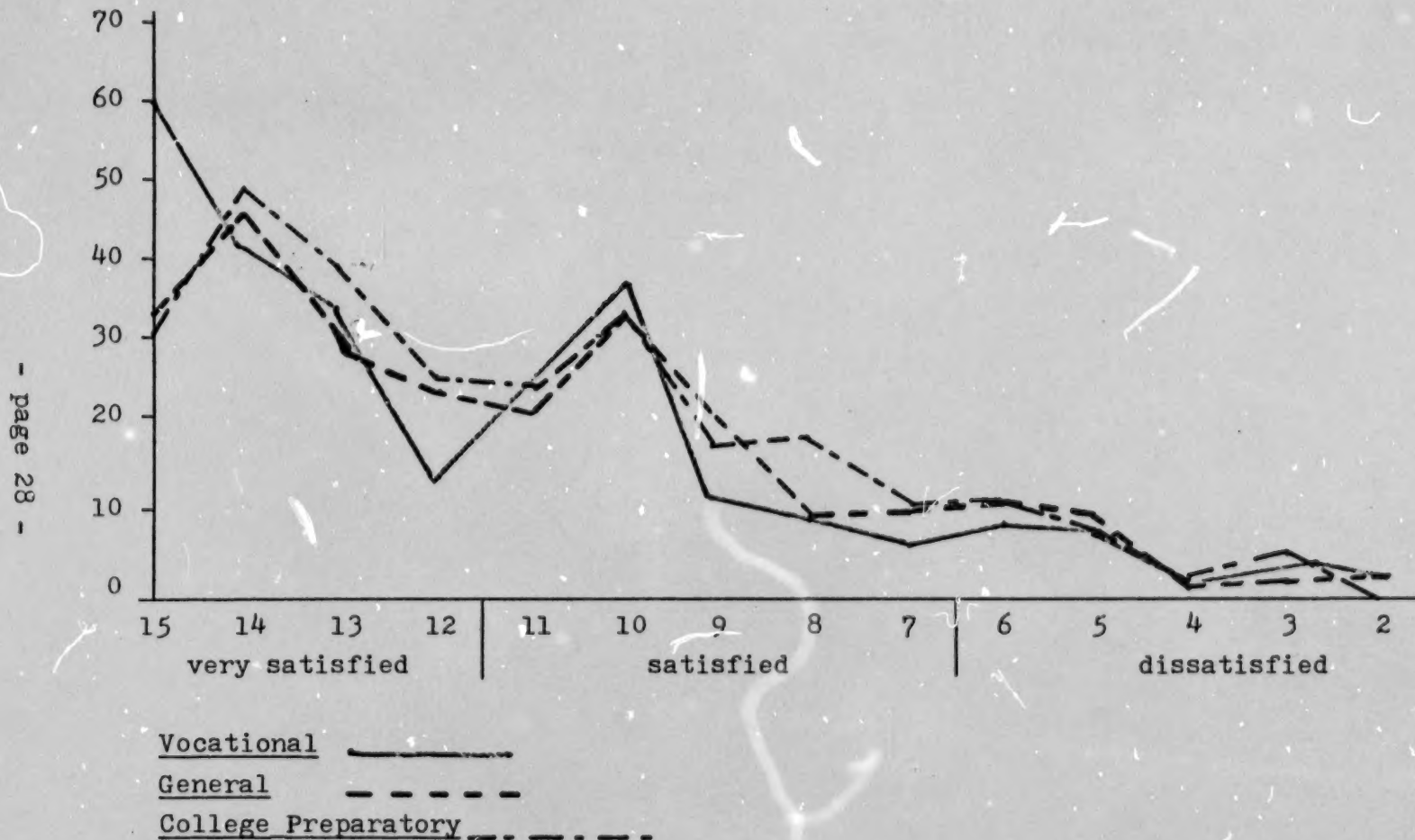
A summary of these data on the Satisfaction Rating Scale indicates that at least one-half of all the graduates perceive themselves as satisfied with and possess a positive attitude toward their career plans. Vocational students ranked highest in the Scale with 56.8% (N=150) scoring in the "very satisfied" range. The number of General and College Preparatory students in the "very satisfied" range were nearly equal as represented by 51.8% (N=132) of the group General and 52% (N=144) of the group College Preparatory. The difference between the percentage of Vocational graduates and the General and College Preparatory graduates in the "very satisfied" range of the Scale does not appear to be of a sufficient degree of difference to indicate that Vocational respondents are significantly more satisfied with their career plans than the other two groups, General and College Preparatory. However, 22% (N=60) of Vocational graduates earned a score of 15, the highest score. This was double the percent of either of the other two groups: 12.9% (N=33) in the General group and 10.8% (N=30) of the College Preparatory group.

Respondents with scores of 7 through 11 on the Scale were judged as being "satisfied" with their career plans. As a subgroup, Vocational, General and College Preparatory each ranked between 37 - 38% of their respective total respondents in the "satisfied" category, with their career plans.

Figure 1

Satisfaction Rating Scale Scores
Comparison of Subgroup: School Program
(Vocational, General and College Preparatory)

Number of
Respondents



An analysis of the tabulation of the Satisfaction Rating Scale at the lowest end of the range of scores indicates that a mere 1% (N=26) of the Vocational graduates were "very dissatisfied with their career plans. By contrast, 11.4% (N=29) of the General graduates and 10% (N=28) of the College Preparatory graduates were "very dissatisfied" with their career plans.

In conclusion, the Satisfaction Rating Scale indicates that Vocational graduates are slightly more satisfied with their career plans with an overall mean score of 11.6 on the Scale. This mean compares with a mean score of 11.1 for both of the other groups, General and College Preparatory. Twice as many Vocational graduates scored at the highest rating of 15 (very satisfied) than did their classmates in the other two academic programs, General and College Preparatory. In the lowest category of the Scale, "very dissatisfied", only 1% of the Vocational students scored at this level as compared to 11.4 % and 10%, General and College Preparatory, respectively. The remaining respondents in all three groups ranked in the "satisfied" range representing 37 - 38% of each of these school programs.

The means of the subgroup, School Program, appear to be so close that it is difficult to make a definite assessment of the results without further statistical analysis that will prove our hypothesis to be correct: Vocational students have a more positive attitude toward their career planning than their classmates in the General and College Preparatory academic programs.

In order to ascertain whether the means of the subgroup,

School Program, are statistically different from each other, the T Test was computed on these data. For purposes of our test, General and College Preparatory respondents were combined since their means were the same. The mean of this group was compared with the mean of Vocational (See Table 1)

The computation of the T Test (comparison of means) yields a score which exceeds 2.58 at the .01 level of significance. Therefore, there is a significant difference between the means of Vocational and All Others (General and College Preparatory, combined) We have substantiated our hypothesis with the T Test that: Vocational students have a more positive attitude toward their career planning than their classmates in the General and College Preparatory academic programs.

In addition to having proved our hypothesis, it is appropriate to conduct another statistical test - Chi Square - to test for independence between the two variables, Vocational and All Others. This statistical computation will indicate whether or not the two groups (variables) have a relationship: are they dependent and not randomly drawn from the normal population? The score of the Chi Square test (38.07) exceeds the value for 13 degrees of freedom for Table 1 and the two groups are dependent, there is a systematic distribution in the table and the population is not random. The results of the Chi Square indicate that there is an interaction of the two variables that provides evidence to go further in exploring the relationship.

The reader of these findings is cautioned to regard the

Table 1

A Frequency Distribution of the Satisfaction Rating Scale
of Subgroup Vocational and All Others

<u>Satisfaction Rating Scale Score</u>	<u>Vocational</u>			<u>*All Others</u>		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
15	60	22.7%	22.7%	63	11.9%	11.9%
14	42	16%	38.7%	95	17.9%	29.8%
13	34	13%	51.7%	68	12.8%	42.6%
12	14	5.3%	57%	50	9.4%	52%
11	24	9%	66%	45	8.5%	60.5%
10	37	14%	80%	66	12.4%	72.9%
9	12	4.5%	84.5%	37	7%	79.9%
8	9	3.4%	87.9%	28	5.3%	85.2%
7	6	2.3%	90.2%	22	4.1	89.3%
6	8	3%	93.2%	24	4.5%	93.8%
5	7	2.7%	95.9%	18	3.4%	97.2%
4	3	1.1%	97%	5	.9%	98.1%
3	5	1.9%	98.9%	7	1.3%	99.4%
2	3	1.1%	100%	3	.6%	100%
	264	100%		531	100%	

*General and College Preparatory are combined to represent All Others

Satisfaction Rating Scale as a numerical interpretation of a graduate's ATTITUDE toward their career plans and a PERCEPTION of the value of their career planning guidance and school curriculum which is reflected in their "satisfaction" with their career plans. First, this survey does not represent a true random sampling of the population - 1983 Delaware public high school graduates. We have some reservations about viewing the population in our survey as a statistically balanced sample for purposes of predictions from the analysis of these data or making projections from the results of the analysis of these data.

Secondly, the scale construction of the Satisfaction Rating Scale is the result of an arbitrary decision on the part of the data analyst. The scores for the responses to Question 1 were based on reflecting the strength of a respondent's ATTITUDE which was considered a primary measure of satisfaction with career plans. The scores for Questions 2 and 10 were designed to be a secondary measure of a graduate's PERCEPTION of their satisfaction with career counseling and academic program.

Since more than 50% of all the respondents in this survey scored in the "very satisfied" range on the Satisfaction Rating Scale and another 36% of all the respondents scored in the "satisfied" range, it can be interpreted to indicate that school personnel and school curriculum are providing constructive guidance to high school students to help them develop positive career plans by graduation day.

In a survey of Delaware high school students conducted by Youth Communication - Delaware Center, in THE EYE, March 1982, an overwhelming number of students, 98%, indicated that their parents influenced their decision for "choice of a career". In an effort to supplement these data regarding high school student's "career choice", Question 13 was included in our survey (See inside of back cover) Since parents appear to exert a significant influence over their childrens' choice of a career, the purpose of Question 13 was to determine what, if any, relationship exists between a parent's educational level and a student's choice of a career field (Question 4) and between a parent's educational level and a student's educational plans beyond high school to achieve their career goal. (Questions 5 and 6)

For the purposes of the tabulation of data in Question 13, responses to "Some college" and "College graduate" were combined and tabulated under "College" on Table 2, to indicate the advanced educational level of a respondent's parent(s). Also in Question 13, when the educational level of both parents was indicated, the higher level of education obtained by one of the respondent's parent(s) was used in the tabulation. The results of the tabulation of all the respondents was then crosstabulated with a tabulation of all the responses to Question 4 on the questionnaires to determine if the educational level of a respondent's parent(s) influenced a respondent's choice of a career field.

In the tabulation of Question 4, responses to Business were

combined with Sales and Marketing; responses to Health and Social Services were combined with Criminal Justice; and, Technology/Science was added to represent the career fields of engineering, statistics and environmental sciences. The Other category represents the professions in arts and music, communications and the hotel/restaurant and travel industry. Armed Services was listed as a career field. However, not all the respondents who chose Armed Services are expected to make a full-time career in these Services. In the absence of any other data on the questionnaire that would indicate another career choice, responses to Armed Services were tabulated under this area.

Table 2 combines all these data from subgroup, School Program (Vocational, General and College Preparatory) and represents data from 743 questionnaires. Fifty-eight questionnaires were deleted from this crosstabulation due to inadequate responses to Questions 4, 12 and 13.

A summary of the educational level of our respondent's parent(s) indicates the following data:

<u>Educational Level</u>	<u>Number</u>	<u>% of Total</u>
Less Than High School	79	10.6%
High School	257	35%
Technical Training	107	14.4%
College	<u>300</u>	<u>40%</u>
Total	743	100%

Nearly one-half, 40%, of the parent(s) of our respondents have had some college education. At the other end of the scale, just over 10% of all the respondent's parent(s) have had less than

a high school education. One-third, or 35% of the respondent's parent(s) have had a high school education and another 14.4% of the parent(s) have received technical training beyond high school.

Responses to Question 4, "Choice of Career Fields", by 1983 Delaware public high school graduates indicate that Business, Sales & Marketing with 23% (N=171) of the responses was the most popular career field with students. Health Services and Criminal Justice was very close with 24% (N=177) of the responses from graduates. Trades ranked a distant third with 16% (N=116) of the responses. The remaining respondents scattered their career choices across the other six career areas. The field of Public Service seemed to be least appealing to the graduates with a mere 3% (N=25) interested in this career field.

In the analysis of subgroup, Sex, the ratio of females to males who selected Business, Sales & Marketing is over 3:1. In the area of Health Services and Criminal Justice, again, twice as many females selected this career field as did the males, a ratio of 2:1, females over males. In the non-traditional career fields of Armed Services and Technology/ Science, over twice as many males as females chose these two career areas. Of the 30 respondents who chose Technology/Science, 73% (N=22) were males and 8 were females. In the career field Agriculture there was one more female than male who selected this career category, 12 females to 11 males. In the career field Trades, Sex was widely split between 99 males and 17 females. This is a ratio of almost 9:1, males over females who chose the Trades as a career field.

Table 2

Crosstabulation Of The Educational Level Of A Respondent's Parent(s)
And A Respondent's Chosen Career Field

Educational Level Of The Respondent's Parent(s)											
	Less Than High School		High School		Technical Training		College		Total		Total All
Respondent's Sex	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Business, Sales & Marketing	6	17	15	40	1	21	21	50	43	128	N=171 23%
Agriculture	1	2	4	4	3	2	3	4	11	12	N=23 3%
Trade	13	5	35	8	30	1	21	3	99	17	N=116 16%
Health Services & Criminal Justice	0	7	33	44	2	19	24	48	59	118	N=177 24%
Public Service	1	2	2	1	4	0	8	7	15	10	N=25 3%
Information Services	3	5	12	15	3	2	14	22	32	44	N=76 10%
Armed Services	7	2	15	10	6	3	20	6	48	21	N=69 9%
Technology/ Science	1	2	7	0	2	1	12	5	22	8	N=30 4%
Other	1	4	6	6	2	5	10	22	19	37	N=56 8%
Total	33	46	129	128	53	54	133	167	348	395	N=743 100%
	N=79 10.6%		N=257 35%		N=107 14.4%		N=300 40%		N=743 100%		

These data on Table 2 have been summarized in statistical terms of percentages and ratios. Now it is appropriate to apply the statistical test, Chi Square, to determine if there is any relationship between the parent's educational level and a student's choice of a career field. Due to our large sampling, the significance level for this test is .001 level. A Chi Square test of Table 2 (combining Armed Services with Other and male and female) gives us a score of 63.37 which exceeds the value for 24 degrees of freedom on Table 2. The results are significant beyond the .001 level. Therefore, a parent's educational level and a student's choice of a career field are dependent, there is a systematic distribution of the data in Table 2 and the population is not random. The results of the Chi Square test indicate that the variables are interacting in a systematic way which provides evidence that further statistical testing could be conducted on these data in Table 2.

On Tables 3, 4 and 5, these data from Table 2 have been broken down into subgroup, School Program: Vocational, General and College Preparatory. These data continue to be presented by subgroup, Sex.

On Table 3, Vocational respondents were asked to indicate their choice of a career field within the nine categories used on Table 2. As we could expect, the most popular career field among this group is Trades represented by 31% (N=74) of the graduates. A close second in career choice is Health Services and Criminal

Table 3

Crosstabulation Of The Educational Level Of A Respondent's Parent(s)
And A Respondent's Chosen Career Field
Subgroup Vocational

Educational Level Of A Respondent's Parent(s)											
	Less Than High School		High School		Technical Training		College		Total		Total All
Respondent's Sex	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Business, Sales & Marketing	1	3	3	9	0	5	2	5	6	22	N=28 11.8%
Agriculture	1	1	0	3	1	1	2	1	4	6	N=10 4.2%
Trades	8	4	23	6	24	0	9	0	64	10	N=74 31%
Health Services & Criminal Justice	0	2	28	12	0	11	4	11	32	36	N=68 28.6%
Public Service	0	1	1	0	2	0	1	1	4	2	N= 6 3%
Information Services	0	0	5	5	0	2	2	5	7	12	N=19 8%
Armed Services	2	1	8	4	0	1	4	2	14	8	N=22 9%
Technology/ Science	1	0	3	0	0	0	1	0	5	0	N= 5 2%
Other	0	1	3	1	0	0	0	1	3	3	N= 6 2.4%
Total	13	13	74	40	27	20	25	26	139	99	N=238 100%
	N=26 11%		N=114 47.9%		N=47 19.7%		N= 51 21.4%		N=238 100%		

Justice with 28.6% (N=68) of the student's responses. Nearly as many males as females chose this field, 32 and 36, respectively. The remaining 142 respondents in subgroup Vocational selected career fields in the seven other career areas.

Nearly one-half, 48%, of the Vocational respondent's parent(s) have a high school education with an additional 20% which have obtained technical training beyond high school. Eleven percent of this group have parent(s) with less than a high school education and 21% of the parent(s) have some college education.

On Table 4, subgroup General, with 243 respondents, one-third of the parent(s) have a high school education, one-third of the General respondent's parent(s) have a college education with 15% of the parent(s) having technical training beyond high school. Fourteen percent (N=35) of the parent(s) in this group have less than a high school education.

Business, Sales & Marketing was the most popular career field among the General program respondents with 32.5% or 78 graduates making this career choice. Health Services and Criminal Justice was the second most popular career field with 44 graduates or 18% of the respondents selecting this area. The remaining 120 respondents, or nearly one-half of the graduates in the General category have chosen career in the seven other career fields.

On Table 5, subgroup College Preparatory has 262 respondents. As could be predicted, a significant number, 63.4% of these parent(s) have had some college education (N=167) Seven percent of

Table 4

Crosstabulation Of The Educational Level Of A Respondent's Parent(s)
And A Respondent's Chosen Career Field
Subgroup General

Educational Level Of A Respondent's Parent(s)

Respondent's Sex	Less Than High School		High School		Technical Training		College		Total		Total All
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Business, Sales & Marketing	1	10	7	23	0	10	8	20	16	63	N=79 32.5%
Agriculture	0	1	0	1	2	1	1	0	3	3	N=6 2.5%
Trades	5	1	12	2	5	1	7	1	29	5	N=34 14%
Health Services & Criminal Justice	0	3	3	17	2	2	6	11	11	33	N=44 18%
Public Service	1	1	0	0	1	0	1	1	3	2	N=5 2%
Information Services	2	2	3	5	2	0	2	6	9	13	N=22 9%
Armed Services	3	1	6	4	3	1	6	2	18	8	N=26 10.7%
Technology/ Science	0	2	1	0	2	1	3	0	6	3	N=9 3.8%
Other	0	2	1	4	1	3	1	6	3	15	N=18 7.5%
Total	12	23	33	56	18	19	35	47	98	145	N=243 100%
	N=35 14%		N=89 36.6%		N=37 15%		N=82 33.4%		N=243 100%		

of the parent(s) (N=18) have less than a high school education, 20.6% (N=54) have a high school diploma and 9% (N=23) of the parent(s) have obtained technical training beyond high school.

A popular career field with our College Preparatory group is Business, Sales & Marketing which was selected by 24.4% or 64 of the graduates in this group. However, a slightly higher number in this group, 24.8% (N=65) chose Health Services and Criminal Justice for their career field. Most of the respondents who selected this career field expressed interest in pursuing the professions of nursing, medical doctor and lawyer.

The career field of Information Services, which includes computer programming, was selected as a very distant third choice among the College Preparatory group with 35 graduates or 13.3% expressing interest in this career field. Nearly as many respondents chose Other, 12% (N=32) which includes communications, hotel/restaurant and travel industry and arts and music for their career field. The remaining 66 graduates in this group chose careers in the other five categories of careers.

A summary of the crosstabulation of Educational Level Of A Respondent's Parent(s) and A Respondent's Chosen Career Field indicates that 40% (N=300) have parents with some college education. Only 10% of these parent(s) have less than a high school education. Just over one-third (N=257) have had a high school education with an additional 14.4% (N=107) of the parent(s) having technical training beyond high school.

As could be predicted, Vocational graduates chose the Trades

Table 5

Crosstabulation Of The Educational Level Of A Respondent's Parent(s)
And A Respondent's Chosen Career Field
Subgroup College Preparatory

	Educational Level Of A Respondent's Parent(s)										
	Less Than High School		High School		Technical Training		College		Total		Total All
Respondent's Sex	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Business, Sales & Marketing	4	4	5	8	1	6	11	25	21	43	N=64 24.4%
Agriculture	0	0	4	0	0	0	0	3	4	3	N= 7 2.8%
Trades	0	0	0	0	1	0	5	2	6	2	N= 8 3%
Health Services & Criminal Justice	0	2	2	15	0	6	14	26	16	49	N=65 24.8%
Public Service	0	0	1	1	1	0	6	5	8	6	N=14 5.3%
Information Services	1	3	4	5	1	0	10	11	16	19	N=35 13.3%
Armed Services	2	0	1	2	3	1	10	2	16	5	N=21 8%
Technology/ Science	0	0	3	0	0	0	8	5	11	5	N=16 6.1%
Other	1	1	2	1	1	2	9	15	13	19	N=32 12.3%
Total	8	10	22	32	8	15	73	94	111	151	N=262 100%
	N=18 7%		N=54 20.6%		N=23 9%		N=167 63.4%		N=262 100%		

as their number one career choice which was followed closely by their choice of Health Services and Criminal Justice.

In both General and College Preparatory groups, the two most popular career fields were Business, Sales & Marketing and Health Services and Criminal Justice. As a point of interest, the field of Information Services, which includes the touted career field of the future - computer programming, interested a mere 9% of the General respondents and 13.4% of the College Preparatory group as a career choice.

Further summarizing these data on Table 2, by subgroup Sex, we intend to determine to what extent non-traditional career choices were made by the males and females in our survey. The non-traditional career choices that are offered in our survey that are considered to be either predominately male or female-oriented are:

Male	Female
<u>Agriculture</u>	<u>Information Services</u>
<u>Armed Services</u>	<u>Other:</u> Communications
<u>Technology/</u>	Arts and Music
<u>Science</u>	Food and Travel Industry

Taking these data from Table 2, a total of 55 females have made career choices in the non-traditional career fields. These non-traditional career choices by females represent 14% of our total female respondents in our survey.

<u>Agriculture</u>	12
<u>Armed Services</u>	21
<u>Technology/</u>	
<u>Science</u>	22

In the non-traditional career choices for males, our data indicate that a total of 51 males or 14.7% of our total male respondents have made the following career choices:

<u>Information</u>	
<u>Services</u>	32
<u>Other</u>	19

Through the tabulation of Question 4, we have data indicating each respondent's choice of a career field. In Question 6 a respondent can indicate their educational plans beyond high school, if any, to achieve their career goal. By crosstabulating Questions 4 and 6, we can attempt to determine if a relationship exists between a student's choice of a career field and their educational plans beyond high school. Also, we can determine the professional level of a graduate's career field by correlating these two variables. In the tabulation, failure to reply to Question 6 was interpreted as None on Table 6.

Summarizing these data from Table 6, the total population (N=733) 235 graduates or 32% indicated that their career plans include college. In the None category, 27.3% (N=200) of the graduates did not believe they would need any more education to achieve their career goal. Nearly twenty-seven percent of the respondents (N=196) plan to go to Community College or Technical school and the remaining 102 graduates or 14% expect to attend Vocational school or have apprenticeship training on the job to complete their career plans.

An analysis of a graduate's choice of a career field, Question

Table 6

Crosstabulation Of A Respondent's Educational Plans
And A Respondent's Chosen Career Field

Total Population

A Respondent's Educational Plans

Respondent's Sex	College		Community College & Technical School		Vocational School & OJT		None		Total		Total All
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Business, Sales & Marketing	22	29	8	46	6	10	8	30	44	115	N=159 21.7%
Agriculture	2	2	5	1	1	2	4	6	12	11	N= 23 3%
Trades	4	0	44	4	52	8	21	10	121	22	N=143 19.6%
Health Services & Criminal Justice	21	50	9	32	2	11	5	23	37	116	N=153 21%
Public Service	11	8	1	1	1	0	4	0	17	9	N=26 3.5%
Information Services	21	10	11	20	0	1	1	8	33	39	N=72 9.8%
Armed Services	0	0	0	0	0	0	47	25	47	25	N=72 9.8%
Technology/ Science	17	5	4	1	0	0	1	0	22	6	N=28 3.8%
Other	12	21	3	6	3	5	2	5	20	37	N=57 7.8%
Total	110	125	85	111	65	37	93	107	353	380	N=733 100%
	N=235 32%		N=196 26.7%		N=102 14%		N=200 27.3%		N=733 100%		

4, has been presented before, beginning on page 35. For purposes of tabulation of Question 4 onto Table 6, Business has been combined with Sales & Marketing, Health and Social Services with Criminal Justice and Technology/Science has been added to represent engineering, statistics and environmental science.

In applying the Chi Square test to this crosstabulation, Table 6, in subgroup, Sex, male and female have been combined and the responses to Other and Armed Services have been combined. The significance level for this test is .001 level. The Chi Square score for this test is 304.09 with 21 degrees of freedom. The results of the Chi Square test are significant beyond the .001 level. Therefore, these variable are dependent upon each other and there is a systematic distribution of these data in the table. There is a correlation between a student's choice of a career field and their educational plans beyond high school.

On Tables 7, 8 and 9, these data from Table 6 have been broken down into subgroup School Program: Vocational, General and College Preparatory, respectively.

In the group Vocational, on Table 7, 11.8% (N-29) of the respondents intend to go to college and 32% (N-79) of the graduates do not believe they will need any additional education to satisfy their career plans. Twenty-nine percent (N-72) of the Vocational graduates expect to attend Community College and Technical school and just over 27% (N-66) will go to Vocational school or receive on the job training to complete their career goals.

Table 7

Crosstabulation Of A Respondent's Educational Plans
And A Respondent's Chosen Career Field

Subgroup Vocational

A Respondent's Educational Plans

Respondent's Sex	College		Community College & Technical School		Vocational School & OJT		None		Total		Total All
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Business, Sales & Marketing	1	4	1	6	2	2	2	9	6	21	N= 27 11%
Agriculture	0	1	2	1	1	1	1	4	4	7	N= 11 4.5%
Trades	2	0	30	2	42	6	14	7	88	15	N=103 41.9%
Health Services & Criminal Justice	4	5	3	15	1	7	2	10	10	37	N= 47 19%
Public Service	1	2	1	0	1	0	2	0	5	2	N= 7 2.8%
Information Services	4	2	4	3	0	0	1	3	9	8	N= 17 7%
Armed Services	0	0	0	0	0	0	14	8	14	8	N= 22 9%
Technology/ Science	3	0	2	0	0	0	0	0	5	0	N= 5 2%
Other	0	0	2	0	1	2	1	1	4	3	N= 7 2.8%
Total	15	14	45	27	48	18	37	42	145	101	N=246 100%
	N= 29 11.8%		N= 72 29.2%		N= 66 27%		N= 79 32%		N=246 100%		

Table 8

Crosstabulation Of A Respondent's Educational Plans
And A Respondent's Chosen Career Field

Subgroup General

A Respondent's Educational Plans

Respondent's Sex	College		Community College & Technical School		Vocational School & OJT		None		Total		Total All
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Business, Sales & Marketing	8	12	5	30	3	8	0	14	16	63	N= 80 33.1%
Agriculture	0	0	3	0	0	1	0	1	3	2	N= 5 2.1%
Trades	1	0	10	1	10	1	6	3	27	5	N= 32 13.2%
Health Services & Criminal Justice	4	10	4	12	0	4	3	8	11	34	N= 45 18.6%
Public Service	2	1	0	1	0	0	1	0	3	2	N= 5 2%
Information Services	6	0	3	10	0	0	0	3	9	13	N= 22 9%
Armed Services	0	0	0	0	0	0	17	12	17	12	N= 29 12%
Technology/ Science	3	0	2	1	0	0	1	0	6	1	N= 7 3%
Other	2	4	0	5	0	2	0	4	2	15	N= 17 7%
Total	26	27	27	60	13	16	28	45	94	148	N=242 100%
	N=53 22%		N=87 36%		N=29 12%		N=73 30%		N=242 100%		

In the group General, 53 or 22% of the graduates plan to go to college and 87 graduates or 36% expect to seek additional education through Community College and Technical school. Twenty-nine or 12% of the graduates will train for their careers in Vocational school or through on the job training. The remaining thirty percent or 73 of the General graduates do not intend to seek any additional education in connection with their career plans.

In the group College Preparatory on Table 9, as could be expected, a majority of the graduates, 153 or 62.4% plan to go to college. Fifteen percent (N=37) expect to attend Community College and Technical school while only 7 graduates or 3% will train in Vocational schools or through on the job training to achieve their career goals. Nearly 20% or 48 of the remaining College Preparatory do not plan to seek any additional education beyond high school.

In Question 3 on the questionnaire, the respondent is asked to indicate their plans for September 1983. This question is designed to correlate with Questions 5 and 6 to substantiate a graduate's intentions toward their educational plans beyond high school to achieve their career goals.

In Table 10, the tabulation of responses to Question 6 represent the total population of our survey (N=753) Fifty questionnaires were deleted from this Table due to inadequate responses to

Table 9

Crosstabulation Of A Respondent's Educational Plans
And A Respondent's Chosen Career Field
Subgroup College Preparatory

A Respondent's Educational Plans

Respondent's Sex	College		Community College & Technical School		Vocational School & OJT		None		Total		Total All
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Business, Sales & Marketing	13	13	2	10	1	0	6	7	22	30	N= 52 21%
Agriculture	2	1	0	0	0	0	3	1	5	2	N= 7 3%
Trades	1	0	4	1	0	1	1	0	6	2	N= 8 3.3%
Health Services & Criminal Justice	13	35	2	5	1	0	0	5	16	45	N= 61 25%
Public Service	8	5	0	0	0	0	1	0	9	5	N= 14 5.7%
Information Services	11	8	4	7	0	1	0	2	15	18	N= 33 13.4%
Armed Services	0	0	0	0	0	0	16	5	16	5	N= 21 8.6%
Technology/ Science	11	5	0	0	0	0	0	0	11	5	N= 16 6.5%
Other	10	17	1	1	2	1	1	0	14	19	N= 33 13.5%
Ttoal	69	84	13	24	4	3	28	20	114	131	N=245 100%
	N=153 62.4%		N= 37 15%		N= 7 3%		N= 48 19.6%		N=245 100%		

Table 10

A Tabulation Of Responses to Question 3

A Respondent's Career Plans in September 1983

Plan	<u>Vocational</u>		<u>General</u>		<u>College Preparatory</u>		Total		Total All
	Male	Female	Male	Female	Male	Female	Male	Female	
College	18	12	21	18	66	86	105	115	N=221 29%
Working, Full time	86	52	41	64	16	27	143	143	N=286 38%
School- Part Time, Working- Part Time	25	25	24	54	17	27	66	106	N=172 23%
Armed Services	16	8	19	10	16	5	51	23	N=74 10%
Total	145	97	105	146	115	145	365	388	N=753 100%
	N=242 32%		N=251 33%		N=260 35%		N=753 100%		

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Questions 3 and 6. The total population has been broken down into subgroups School Program and Sex.

As one could predict, a majority of the Vocational respondents, 57% or 138 graduates expect to be working full time in September 1983. Another 21% (N=50) plan to combine working part time with attending school, part time, 10% (N=24) will join the Armed Services and 12% or 30 Vocational graduates expect to go college.

Twice as many males as females intend to join the Armed Services in the group Vocational. An equal number, 25, males as females expect to combine working part time and attending school part time in September 1983.

In the group General on Table 6, only 16% (N=39) of the graduates expect to go to college. Another 31% or 78 of these graduates plan to combine working part time and attending school part time. Twelve percent (N=29) intend to join the Armed Services with the largest number in the group General, 41% (N=105) planning to work full time in September 1983.

In September 1983, 59% of the graduates in the group College Preparatory, expect to go to college. Sixteen percent (N=43) expect to work full time and only 8% (N=21) will join the Armed Services from this group. The remaining 44 graduates, 17%, intend to work part time and go to school part time.

In conclusion, an evaluation of all the responses to Question 3 in our survey indicate that 1983 Delaware public high school

graduates have made a realistic assessment of their educational needs in relation to their career goals. Overall, 52.2% of the graduates (171 males and 222 females) plan to pursue additional education to accomplish their career goals by attending either a college or university, a Community College, technical school or vocational training in September 1983. Forty percent of the graduates plan to be working, full time, and the remaining 10% (N-74) of the graduates in our survey expect to join the Armed Services.

In Question 8 on the questionnaire, graduates who were in the General and College Preparatory school programs were asked if they had had any vocational course in high school that influenced their career choice. The following is a tabulation of the "Yes" responses broken down to indicate which schools, in the graduate's opinion, have provided them with vocational courses that have affected their career choices. There were 327 "No" answers from General and College Preparatory graduates in our survey.

(Please continue to the next page
where the table is presented in
full)

School	"Yes to Question 8	Total Number Of Surveys Received From Each School	% Of Total Number of Surveys Received
Brandywine	6	13	46%
Christiana	12	14	85.7%
Dickinson	24	75	32%
Glasgow	32	121	26.4%
Middletown	19	48	39.6%
Wilmington	9	27	33.3%
Wm. Penn	28	120	15%
Caesar Rodney	35	148	23.6%
Milford	2	4	50%
Lake Forest	3	5	60%
Cape Henlopen	5	13	38.5%
Indian River	9	28	32%
Other	21	-	-

Since Total Number of Surveys Received From Each School, also includes surveys from vocational educational graduates, the percentages are not a true representation of a school's ability to expose a General or College Preparatory graduate to a sufficient number of vocational courses to aid a student with the selection of a career field. Of particular significance in these data is the absence of a high school's name in this tabulation. In a student's opinion, their school has not provided them with a vocational course which could influence their choice of a career field.

In Question 9 on the questionnaire, graduates who are in the vocational education school program and tabulated in the group, Vocational, were asked if they intend to work in an area related to their vocational training. The tabulation of these data indicates the following:

"Yes" Response	"No" Response	Total
204 (80.6%)	49 (19.4%)	253 (100%)

While almost twenty percent of the Vocational graduate's responses to this question were "No", these figures do not reveal the "why" behind the "No" responses. Only one clue was given on one of the questionnaires when a respondent wrote under "No", "couldn't change shops". This single statement may indicate that perhaps students are not permitted to change their course of study in the vocational schools and end up being trained in a skill that no longer interests them.

Pursuing this implication, the questionnaires of the group Vocational who ranked in the Dissatisfied range on the Satisfaction Rating Scale (See Table 1) were reexamined. The tabulation of these data are presented below:

Rating on the Scale	Response to Question 9		Total
	"Yes"	"No"	
Dissatisfied	48 (72.7%)	18 (27.3%)	66
Very Satisfied and Satisfied	156 (83.4)	31 (16.6%)	187
Total	204 (100%)	49 (100%)	253

When we break these data down in groups of dissatisfied and combine very satisfied and satisfied to analyze the responses to Question 9, we do not find a correlation between a graduate in the vocational education program being dissatisfied with their career plans and choosing not to work in the area of their vocational training. Only 27.3% of the graduates who are dissatisfied with their career plans intend to work in a trade other than their training. These data compare to the 16.6% very satisfied and satisfied graduates with their career plans who also do not intend to pursue their vocational training into a career.

In Question 11 on the questionnaire, the high school graduate is asked to reflect on their high school curriculum and indicate what, if any, additional course of study could have been added to their academic program to satisfy their special interests. An assumption is made that a course of study that interests a graduate would correlate with a graduate's chosen career field. Since each respondent is encouraged to check more than one subject area, if applicable, the larger numbers tend to make the comparison of the totals more significant.

A small number of respondents, 54, did not respond to Question 11 in the survey. This omission seems to indicate that nearly 7% of the 1983 Delaware public high school graduates surveyed in this project are satisfied that their school curriculum matched their academic interests.

Referring to Table 10, the most popular course of study that graduates wish had been added to their curriculum was Computers.

Table 11

Most Desired Courses For Addition To A Respondent's High School Curriculum

(In Decending Order Of Their Popularity)

Subject	Vocational		General		College		Total		Total All
	Male	Female	Male	Female	Male	Female	Male	Female	
Computers	82	53	40	67	64	66	186	186	372
Business	26	24	24	44	29	35	79	103	182
Math	38	24	20	28	19	20	77	72	149
Foreign Language	25	31	17	32	14	17	56	80	136
Trades	26	4	26	16	8	9	60	29	89
Arts and Music	10	6	10	13	7	10	27	29	56
Science	3	11	4	5	3	11	10	27	37
Home Economics	3	6	8	9	4	4	15	19	34
English	4	6	5	10	2	6	11	22	33
Industrial Arts	4	3	6	6	9	2	19	11	30
Social Studies	5	1	1	5	4	6	10	12	22
*Other	1	2	3	1	2	3	6	6	12

Total 227 171 164 236 165 189 556 596 1,152

* Includes Criminal Justice, Agriculture and Public Speaking

Of the 737 questionnaires that were tabulated on Question 11, 372 or 47% of all the respondents wished they had had computer-oriented courses in their high school curriculum. The selection of Computers was equally split between males and females with 186 selections each in the subgroup, Sex.

The second most popular course of study was Business as indicated by 25% (N=182) of the respondents. These data tend to corroborate the choice of Business, Sales & Marketing as the most popular career filed in our survey (See Table 2)

Math ranked third in the graduate's choice of a desired additional course in their curriculum. Twenty-five percent (N=149) wished they had had more Math. As a point of interest, nearly as many females (N=72) who are supposed to be labeled math-phobic, as males (N=77) chose more Math.

The fourth most desired additional subject in their curriculum was Foreign Language with 18.5% of the high school graduates selecting this area of study. As a group, Vocational students (N=56) wished they had had exposure to Foreign Languages in school. More Vocational students wanted this course of study than did the General program student (N=49) or the College Preparatory program student (N=31) It would be interesting to analyze "why" Vocational program students want Foreign Language as part of their educational experience.

The remaining eight areas of study have a modest number of selections by the graduates. Of interest, there were only a total of 22 selections for Social Studies and courses in political science and government were not mentioned once in the

in the Other category.

Along with Social Studies, the three other areas of study that seemed of least interest to the graduates were: Home Economics with 4.6%, Industrial Arts and English with only 4%, each, of the graduates indicating interest in these courses.

A summary of the tabulations of these data in Question 11 in the survey shows a tremendous response for Computers followed by Business and Math as course most desired by 1983 high school graduates for addition to their individual school curriculums. Nearly one-half of all the respondents selected Computers. Since the demand for training in computers as a career field and the infiltration of computers into our everyday life, this selection of Computers should not surprise educators who are interested in the results of the tabulation of this question.

In the final crosstabulation of this analysis, Questions 6 and 13 have been crosstabulated to determine if there is any correlation between A Respondent's Educational Plans and the Educational Level Of A Respondent's Parent(s). On Table 12, the subgroup School Program has been combined to represent the total population of 803 respondents. An analysis of A Respondent's Educational Plans can be found on page of this report. An analysis of these data of Educational Level of A Respondent's Parent(s) can be found on page 34 on this report.

To determine if there is a relationship between these two variables, a Chi Square test was computed on these data from Table 12. This concluding analysis of the crosstabulation of

Table 12
Crosstabulation Of A Parent(s) Educational Level
And A Responent's Educational Plans
Total Population

Respondent's Educational Plans	<u>Parent(s) Educational Level</u>										Total All
	Less Than High School		High School		Technical Training		College		Total		
	M	F	M	F	M	F	M	F	M	F	
College	6	9	32	34	12	15	73	78	123	136	N=259 32.3%
Community College & Technical	10	13	34	34	16	20	32	49	92	116	N=208 26%
Vocational School & OJT	4	10	30	15	15	8	26	12	75	45	N=120 15%
None & Armed Services	14	14	37	51	12	15	34	37	97	117	N=214 26.7%
Total	N=80 10%		N=267 33.3%		N=113 14.1%		N=341 42.6%		N=801 100%		N=801 100%

Table 13
Crosstabulation Of A Parent(s) Educational Level
And A Responent's Educational Plans
Subgroup Vocational

Respondent's Educational Plans	<u>Parent(s) Educational Level</u>										Total All
	Less Than High School		High School		Technical Training		College		Total		
	M	F	M	F	M	F	M	F	M	F	
College	1	1	5	3	1	2	10	4	17	10	N=27 10%
Community College & Technical	6	2	19	10	9	7	12	10	46	29	N=75 28%
Vocational School & OJT	2	4	19	10	13	4	19	3	53	21	N=74 28%
None & Armed Services	4	7	21	18	2	8	15	17	42	50	N=92 34%
Total	13	14	64	41	25	21	56	34	158	110	N=268 100%
	N=27 10%		N=105 39%		N=46 17%		N=90 34%		N=268 100%		

of Questions 6 and 13 should indicate if there is any correlation between a parent's educational level and a student's educational plans in relation to their career goals. Due to the large sampling, the significance level of this test is the .001 level. The Chi Square score of 52.99 exceeds the value for 9 degrees of freedom on Table 11. The results are significant beyond the .001 level. Therefore, the variables, a parent's educational level and a student's educational plans beyond high school are dependent, there is a systematic distribution of these data in the table and the population is not random. The results of the Chi Square test indicate that further statistical testing could be conducted on these variables to determine the relationship between a parent's educational level and a respondent's educational plans beyond high school.

In Table 13, 34% (N=90) of the respondent's parent(s) of the Vocational group have some college education. However, only 10% (N=27) of the Vocational program graduates plan to go to college. Ninety-two Vocational respondents, 34%, have no educational plans beyond high school. The remaining 149 graduates expect to attend either Community College, technical school or vocational training to achieve their career goals.

In the group General, on Table 14, 33.6% (N=86) of the graduate's parent(s) have had some college education. However, as with the Vocational group, fewer General graduates, 23% (N=59) intend to go to college than their parents. Seventy of this group, or 27%, do not have any educational plans beyond high

Table 14

Crosstabulation Of A Parent(s) Educational Level
And A Respondent's Educational Plans
Subgroup General

Respondent's Educational Plans	<u>Parent(s) Educational Level</u>										Total All
	Less Than High School		High School		Technical Training		College		Total		
	M	F	M	F	M	F	M	F	M	F	
College	2	5	13	8	6	4	12	9	33	26	N=59 23%
Community College & Technical	3	9	10	18	6	8	11	26	30	61	N=91 36%
Vocational School & OJT	1	4	10	4	1	3	5	8	17	19	N=36 14%
None & Armed Services	7	4	9	26	5	4	9	6	30	40	N=70 27%
Total	13	22	42	56	18	19	37	49	110	146	N=256 100%
	N=35 13.7%		N=98 38.3%		N=37 14.4%		N=86 33.6%		N=256 100%		

Table 15

Crosstabulation Of A Parent(s) Educational Level
And A Respondent's Educational Plans
Subgroup College Preparatory

Respondent's Educational Plans	Parent(s) Educational Level										Total All
	Less Than High School		High School		Technical Training		College		Total		
	M	F	M	F	M	F	M	F	M	F	
College	3	3	14	23	5	9	51	65	73	100	N=173 62.4%
Community College & Technical	1	2	5	6	1	5	9	13	16	26	N= 42 15%
Vocational School & OJT	1	2	1	1	1	1	2	1	5	5	N= 10 3.6%
None & Armed Services	3	3	7	7	5	3	10	14	25	27	N= 52 19%
Total	8	10	27	37	12	18	72	93	119	158	N=277
	N=18 6.5%		N=64 23%		N=30 11%		N=165 59.5%		N=277 100%		

school and the remaining 127 graduates expect to attend Community College, technical school or receive vocational training in the process of pursuing their career goals.

In the group College Preparatory, Table 15, 59.5% (N-165) of the respondents have parent(s) with at least some college education. In our survey, 62.4% (N-173) of the graduates in the College Preparatory group expect to go to college. This is 5.5% more graduates who intend to attend college than did their parent(s). These figures contrast with the Vocational and General groups which indicated that less graduates in our survey would be attending college than their parent(s).

Just over 19% (N-52) of the graduates in the College Preparatory group will join the Armed Services or else have no further educational plans. The remaining 42 graduates in this group will attend Community College, technical school or vocational school as part of their future career plans.

From a summary of these data we can interpret the analysis to indicate that fewer 1983 Delaware public high school graduates will be attending college than did their parent(s). However, these data also indicate that over 40% of the graduates in our survey do intend to pursue additional education beyond high school as part of their career plans. These schools include Community College, technical school and vocational training.

The development of the two year advanced educational

institution has only become a viable alternative to college in the past 15 to 20 years. Perhaps this avenue of education was not readily available to the parent(s) of our respondents at a time when the parent(s) were developing their own educational plans in connection with their career goals.

In conclusion, these data imply that a majority of the graduates in the survey have developed career goals that will include additional education in the future. Nearly 73% of the total respondents in our survey (N-801) will pursue more education in connection with their career plans. A Chi Square test on Table 12 indicates that the two variables, A Respondent's Educational Plans and the Educational Level of a Respondent's Parent(s) are dependent upon each other and there is a systematic distribution of these data in the table.

Chapter IV

CONCLUS ION

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CONCLUSION

The last portion of this report will evaluate the project based on achieving the goal of the survey and through a quantitative and qualitative measurement of the objectives. There were also two key elements in the project management that were determining factors in how successful and reliable the data collection process would be:

- 1) Design of the questionnaire.
- 2) Distribution, circulation and collection of the questionnaire in the high schools.

The influence of these four components in the conduct of the survey together with a summary of the analysis of these data and their findings comprise the conclusion of this report.

This Conclusion is an objective assessment of the project by the project coordinator who was responsible for the design, implementation and analysis of this survey. In a general statement at the outset of the conclusion, the project coordinator is satisfied that given the time constraints on the design and implementation of this project, the conduct of the survey was efficient and the data gathering process was effective to the extent that the total population of this survey, while not a true random sampling of the target population, was large enough to produce a reliable sampling for the purpose of the analysis of these data. There were 803 questionnaires that were used in various tabulation and crosstabulations in the analysis of these data. The project coordinator is pleased with the results of the statistical analysis on these data and their findings. This project could and

should be regarded as a seed that could initiate further study and research on the subject of career planning dynamics in the high schools.

The goal of this project is, "To survey 1983 Delaware public high school graduates to determine their attitude toward their own career plans and their perception of the value of their career planning guidance and high school curriculum." A questionnaire was used as the vehicle for the data collection in the survey. Did the design and use of the questionnaire accomplish this goal?

In the design of the questionnaire, Question 1 quantified the attitude of a high school graduate toward their career plans and Questions 2 and 10 measured a graduate's perception of the value of their career planning guidance and school curriculum. The responses to these three questions were interpreted numerically to represent a graduate's satisfaction with their career planning. Each respondent's score from this tabulation was presented in a frequency distribution called a Satisfaction Rating Scale. The respondents were broken down into subgroup School Program (Vocational, General and College Preparatory) and then General and College Preparatory were combined so that the means of this group, All Others, could be compared with the mean of Vocational by the use of a T Test to indicate if there was a significant difference between the two means. The results of the T Test indicate that there is a significant difference between the two means. Therefore, Vocational, with the higher mean on

the Satisfaction Rating Scale has proven our hypothesis: Vocational education students have a more positive attitude (satisfaction) toward their career planning than their classmates in the general and college preparatory academic programs.

One of the key elements in the project management was the distribution, circulation and the collection of the questionnaires in the high schools. The success of this factor in the conduct of the survey determined if we actually surveyed the target population identified in the objectives of this project.

At this point in the project management, the project coordinator had to rely on school contact persons to execute the completion process of the questionnaires. As far as the project coordinator is aware, THE EYE was delivered to every high school in time for the school contact person to carry out their responsibility in the project. From the time of the delivery of THE EYE, the effectiveness of the school contact person and how they interpreted their task to participate in the survey was difficult to assess until the questionnaires were either mailed, delivered or personally collected from the schools by the project coordinator. The quality of the responses to the questions could not be evaluated until the analysis of these data commenced.

Communication between the project coordinator and the school contact person appears to be the pivotal point in the success factor of the questionnaire completion process. Many of the school contact persons approached their assignment in an organized and aggressive manner. Their efforts were rewarded with a large

number of questionnaires that were returned to the project coordinator. However, an equal number of school contact persons were disappointingly lax in their contribution to the circulation and collection process. In retrospect, the lack of communication that exists between "upstate" and "lower Delaware" in all phases of information exchange is partially responsible for the poor survey results from Sussex County.

The project coordinator trusts that the school contact persons were diligent in their efforts to assure that only 1983 graduating high school seniors participated in the survey. The quality of the responses to the questions on the questionnaire are judged to be very good. The project coordinator is satisfied that the school contact persons publicized the importance of the survey and that the responses represent the attitudes and perceptions of the target population toward their career planning.

The findings as a result of the analysis of these data from the responses to six other questions on the questionnaire (Questions 3,4,6,8 or 9, 11 and 13) substantiate the reliability of the Satisfaction Rating Scale as a measurement of a graduate's attitude and perception of their career planning. In the analysis, Questions 4 and 13, a respondent's chosen career field and the educational level of a respondent's parent(s) was crosstabulated; Question 4 and 6, a respondent's chosen career field and a respondent's educational plans were crosstabulated; and, Questions 6 and 13, a respondent's educational plans and the educational level of a respondent's parent(s) were crosstabulated. Each table

was subjected to a statistical test, Chi Square, to determine if the variables were independent and represented a random sampling. In each of the three crosstabulations, the Chi Square score exceeded the value for the number of degrees of freedom for each table and the results were significant at the .001 level. Therefore, in each table (crosstabulation) the variables were dependent, the sampling was not random and there is a systematic distribution of these data in the table. These results indicate that there is a correlation between the variables in each of the three tables and that additional testing can be computed to obtain more data about the interaction of these variables.

The project coordinator is satisfied that the execution of this survey and the resulting analysis of these data has accomplished the goal and the objectives that were stated as the purpose for this project. A sufficient number of completed questionnaires (803) and the quality of the responses has provided a reliable tool for the collection of information in order to tabulate these data and compute a statistical analysis to interpret these findings. From the results of our survey and the analysis of these data we can defend the hypothesis of this project as positive: Vocational education students have a more positive attitude toward their career plans than do their classmates in the general and college preparatory academic program.

From the results of the survey the project coordinator is satisfied that this project, its design, implementation and the analysis of these data and the interpretation of the findings,

fulfills the objectives as enumerated by Youth Communication - Delaware Center in an application for a grant from the Career and Vocational Education Advisory Council.

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FOOTNOTES

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¹A.N. Oppenheim, Questionnaire Design and Attitude Measure-
ment (Basic Books, Inc. New York, New York) 1978, page 42

²Howard E. Bergstrom, Job Performance of Young Workers
In Relation To School Background: A Pilot Approach Toward
Using The Job Environment in Evaluating Both General and
Vocational Education: A Study Sponsored by the EDUCATIONAL
RESEARCH AND DEVELOPMENT COUNCIL of the Twin Cities Metro
Area, Inc. University of Minnesota, Minneapolis, Minnesota
1981

SENIORS WIN 100 DOLLARS!

FOR SENIORS ONLY!
Win \$100, \$50 and \$25 CASH!

Answer the survey below and send it to: For Seniors Only, c/o The EYE, P.O. Box 1148, Wilmington, DE 19899.

Before you graduate, The EYE would like to know your attitude and ideas about your last four years of school as it relates to your future career plans. This survey information is important, so be honest. All responses will be kept CONFIDENTIAL for you and your high school. To assure this, The EYE will remove your name and school from the completed survey before the data is tabulated.

Remember, This is FOR SENIORS ONLY and only ONE entry per person.

THREE WINNERS names will be drawn JUNE 6. One will win \$25, one \$50 and one \$100!!!

Please check the response that best describes you as it relates to your career plans.

1. Which response below best describes your career plans, today.

- ☐ I don't know what I want to do.
- ☐ I have narrowed my career choice to one field.
- ☐ I have an idea about a career but I need more information.
- ☐ I expect to make a career choice in a year or two.
- ☐ I know what I want to do. (Please specify) _____

2. High schools emphasize career planning. How helpful was your high school in helping you to plan for a career?

- ☐ Very helpful
- ☐ Helpful
- ☐ Not helpful
- ☐ I did not receive any career planning counseling.
- ☐ I did not request any career planning counseling.

3. If you follow your career plans, what do you expect to be doing in September, 1983? (You may check 2 responses, if applicable)

- ☐ Attending college full-time
- ☐ Attending college part-time
- ☐ Working full-time
- ☐ Working part-time
- ☐ Armed Services
- ☐ Other _____

4. In which field do you expect to be working in five years?

(The job titles in parentheses are samples of kinds of work in these fields)

- ☐ Business (secretary, accountant)
- ☐ Agriculture (farming, poultry, equipment maintenance)
- ☐ Trade/Industrial (welding, hairdresser, machine maintenance)
- ☐ Health and Social Services (nurse, child or elderly care)
- ☐ Criminal Justice (prison guard, policeman, lawyer)
- ☐ Sales and Marketing (clerk, advertising, buyer)
- ☐ Information Services (data processing, computer programming, word processing)
- ☐ Public Service (teacher, fireman)
- ☐ Armed Services
- ☐ Other (describe) _____

5. Within the next five years I will need more education or training to prepare for my career.

- ☐ Yes
- ☐ No

6. If the answer to Number 5 was "yes", do you plan to attend:

- ☐ University or college
- ☐ Community or technical school
- ☐ Vocational school
- ☐ Other (describe) _____

7. Which one of the following best describes your high school program?

- ☐ College Preparation
- ☐ General
- ☐ Vocational

8. If you checked "College Preparation" or "General" in number 7, did you take any vocational courses in high school which have influenced your career choice?

- ☐ Yes
- ☐ No

9. If you checked "vocational" in number 7, do you intend to work in the area related to your training?

- ☐ Yes
- ☐ No

10. How helpful was your high school education program in preparing you for your career?

- ☐ Helpful
- ☐ Somewhat helpful
- ☐ Not helpful
- ☐ No opinion

11. Considering your career goals today, what additional courses do you wish you had taken in high school?

- ☐ English
- ☐ Math
- ☐ Computers
- ☐ Trades
- ☐ Social Studies
- ☐ Foreign Language
- ☐ Industrial Arts
- ☐ Business
- ☐ Arts and Music
- ☐ Home Economics
- ☐ Other _____

12. Your sex:

- ☐ Male
- ☐ Female

13. What is the highest educational training achieved by the adult wage earner(s) in your home? (You may check two, if applicable)

- ☐ Less than high school
- ☐ High school graduate
- ☐ Technical training beyond high school
- ☐ Some college
- ☐ College graduate

To be eligible for the drawing to win one of three cash prizes, please print your name, telephone number and high school below:

Name _____

Address _____

Telephone _____

High School _____